According to Levin in 1981, the five instructional functions of visual images are those of decorative, representative, organizational, interpretive and transformative functions. Looking at the image above, it’s clear that the images are meant to add to the effect of the words. This means they are decorative, but the images are also meant to show the reader that the foods described are what we would consider everyday foods. In this way, the pictures succeed in telling the lector that the average person is eating too much protein. However, a successful incorporation of images requires more than choosing the right graphics. According to the PAT method, the goal in selecting images is “to manipulate tools using actions to create effective visuals that can facilitate learner perceptions”. Does this image accomplish that? Sadly, the answer is no. PAT is an acronym for Perceptions, Actions, and Tools. “Perceptions” is defined as an image that is easy to understand and see. This image is too jumbled, where the title is not very clear and the illustrations are laid around the words almost randomly. “Actions” would suggest that the image should include a certain alignment or contrast; this image does neither. And finally, “tools” includes the use of type, shape, color depth and space. It is this component of PAT that is most lacking from this image. While it does convey its message, it would be more effective if the image incorporated all three of the recommendations of PAT. This image would be far more effective if it incorporated depth, alignment and clearly laid out illustrations.